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TRAINING CENTER for Community Programs

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MFT*TTT

A NATIVE AMERICAN
CURRICULUM UNIT FOR THE
FOURTH GRADE
NATAM IV

University of Minnesota

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by

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Training Center for Community Programs
in coordination with
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Training of Teacher Trainers Program,
College of Education

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Minnesota Federation of Teachers

University of Minnesota
Minneapolis, Minnesota

July, 1970

THE NATIONAL STUDY OF AMERICAN INDIAN EDUCATION

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A NATIVE AMERICAN
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USOE

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The work reported here is part of a large University of Minnesota project, which has been financed from several sources.

A Note on the NATAM Curriculum Series

This curriculum unit was prepared by a Minnesota school teacher. The teacher has recently completed a University course (H.Ed. 111) on Indian education offered through the College of Education and the General Extension Division during the Spring Quarter, 1970. The course, greatly strengthened by the active participation of the Indian Upward Bound Program at the University of Minnesota, grows out of an attempt to deal with certain problems noted in the University of Minnesota aspects of the National Study of American Indian Education.

We believe this unit to be of possible value to Minnesota school teachers. We offer it as an example of what one teacher can do, after minimal preparation, toward developing curriculum materials on a "solo" basis for personal classroom use.

Efforts of this kind are obviously not professional in the strictest sense. Yet they do offer Minnesota teachers with some immediately useable materials, written by their colleagues as the latter develop expertise within a new area of personal interest and growing competence. In this sense, the NATAM Curriculum Series offers the chance to provide a needed service and to test a staff development model.

We solicit your comments on any aspect of this series.

The Coordinators

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Introduction

The basic concepts to be used in the fourth grade in my school are structured by the authors of the Laidlaw text, Using the Social Studies*, and include understanding of the six basic social science disciplines. This unit is designed to accompany the units of the text and to reinforce the concepts developed by the authors. For example, I will teach the anthropology section of the unit after teaching the anthropology section of the text. This will encourage students to do research and perform activities in conjunction with each unit. Hopefully these activities will relate to the lives of the students living in the suburban structure. I, the teacher, recognizing the limits of social studies understandings as a resident of suburbia, hope the elementary student will eventually recognize his responsibilities as he matures with citizens beyond his immediate environment.

An Overview of the Text: Using the Social Studies

The content of the text is centered around finding out how the various social scientists work to discover information about men and the societies he has created in the past and is in the process of creating today. The subject matter of Using the Social Studies consists of a one-unit treatment of each of the following disciplines in the sequence indicated: geography, anthropology, sociology, economics, political science, and history, and a final unit designed to show the ways in which social scientists can work together to study certain kinds of problems. Although each discipline is treated separately, the interdisciplinary relationships among the social sciences are brought out in

*Dressel, Herman, M. Madeline Veverka, and Ellis U. Graff. Using the Social Studies. Chicago: Laidlaw Brothers, 1929, Vol. 5.

each of the seven units.

Time: one week per unit

I expect this to be a very flexible program, depending on the needs of the students involved. Various groups of students can well be working on different problems at the same time.

Anthropology

Problem:

To develop a knowledge of the Indian's past so students can relate to and understand the present day Indian culture.

Knowledge and Understanding:

1. The Indian left evidence of his culture at places where he made his home.
2. Evidence of a past culture is often buried beneath the surface of the earth.
3. The same site may be used over and over again as a place for cultures to develop.
4. Indians living in the same culture tend to share the same beliefs and observe the same customs.
5. Indians developed tools to help them work.
6. Each Indian tribe developed its own means of obtaining a constant supply of food.
7. The people of the Indian cultures developed their individual ways of providing shelter.
8. The food and shelter was partly determined by geography.

Attitudes and Behavior:

1. Indian culture developed gradually over the years.
2. Indians have always lived close to nature.
3. The resources the Indian had available determined his way of life.

Activities:

1. Develop a list of questions to be researched by students.
2. Construct models of shelters in different geographical areas.
3. Develop a model of an archaeological site.
4. Mold models of tools from clay.
5. Study Indian myths that reflect the role of Indian people.

History

Problem:

To teach students how the history of the American Indian was formulated.

Knowledge and Understanding:

1. Historians have chosen important facts about the past of North America. They have arranged these facts in some order. They have made many guesses and have come up with a story as to the ways in which the Indian civilization developed. They also have tried to give reasons for the events that took place.
2. Early Indians left no written records other than pictographs and glyphs.
3. Writings of early missionaries, army officers, traders, and colonial officials provided the first written records.
4. Historians use evidence gotten by archaeologists to formulate their opinion of the American past.

Attitudes and Behavior:

1. Each historian interprets evidence and makes choices.
2. Historians use evidence gotten by archaeologists to formulate their story of the American Indian's past.
3. Many questions about the past of the North American Indian are still unanswered.

Activities:

1. Read about the history of the Plains Indian in two history books. Find at least one difference between the two stories.
2. Ask one child to take the part of an American Indian. Have him write a short description of life with the pioneers. Have another child take the part of a pioneer. Have him write a short description of life with the Indians. Compare the two stories. Develop this into a role-playing activity.
3. Read a history of the Pueblo Indians and discuss how historians knew these things were true.

Geography

Problem:

To help students understand the interrelationships between earth features and Indian activities.

Knowledge and Understanding:

1. Geographic changes of the North American continent probably occurred because of the effects of glacial migration. Geography probably affected the migration of man to North America 20,000 years ago.
2. Geographers have learned that the places Indians lived affected their way of life.
3. Indians had migrated throughout the North American continent by the time the first white man came.

Attitude and Behavior:

1. A great deal of time has passed since the coming of Indians to North America.
2. The white man has been here a relatively short time.
3. The Indian's culture was affected by the geography of the land.
4. The Indian is currently distributed throughout America.

Activities:

1. Show Sound Filmstrip RF 104 - "Glaciers and the Ice Age".
2. Develop a map of the way North America probably looked at the time of migration.
3. Display a map of the distribution of Indians throughout North America. Discuss the relationships of the different land forms to the Indian's way of life.
4. Form committees. Do research and show how a particular group of Indians adapted his way of life to the geography of the land.
5. Develop a map showing where the North American Indian is currently living.

Sociology

Problem:

What sociological relationships did the Indian embrace and how do these relationships influence the lives of today's Indians?

Knowledge and Understanding:

1. In some Indian groups the mother ruled the family and made most of the decisions; in others, the father ruled the family.
2. Family gatherings like reunions were held. They called these family organizations clans.
3. Social groups consisting of about twenty clans were called tribes.
4. Generally the North American Indian did not divide the Indian into social classes. They even treated chiefs and Shamans as other tribal members.
5. The North American Indian participated in games.

Understanding and Beliefs:

1. An Indian family group was strong. It helped take care of the members who could not meet their own needs.
2. Children learned the Indian culture from their parents.
3. Indians enjoyed fun and games.
4. Indians gave parties called "potlatches" to prove their wealth.
5. Indians looked upon war as a sport and an important part of life. War was a way the Indian could gain personal glory.

Activities:

1. Gather information about Indian family life for the purpose of simulating an Indian family at work.
2. Have students gather information about Indian games and play some of them during their recreation period.
3. Find out about the life of a famous American Indian.
4. Display pictures of weapons used by Indians at war and compare them with weapons man uses today.

Government

Problem:

To understand the governmental structure of the past so students can understand the Indian's reaction to the Bureau of Indian Affairs, and other governmental agencies that affect the modern Indian.

Knowledge and Understanding:

1. Indian tribes were not really organized into nations with real governments. Most of them were held together by family ties, clan membership and common language.
2. Nomadic Indians were divided into family groups called bands. Its leader was called a chief. The chief acted as an advisor or father.
3. Councils made up all the grown men of the tribe. They usually had the real governing power. They discussed a problem, and if one or more persons disagreed, they dropped the matter.
4. The Bureau of Indian Affairs is an agency of the Federal Government of the United States. It supervises the land and money owned by the Indian. It supervises the reservation where the Indian lives. The bureau provides education and welfare aid.
5. Indians living in the city follow the rules and laws that other members of society follow.

Attitudes and Behavior:

1. Indians of the past developed a kind of democracy.
2. Indians on reservations are controlled by the B.I.A.
3. Indians in the city can and do participate in the regular governmental structure.
4. Indians should be encouraged to exercise the right to govern themselves.

Activities:

1. Show films H-6, and M-12. Let students surmise governmental structure as deduced from the film. Discuss the need for government in early Indian life as compared to the need for government today.

2. Teacher will give lecture on the functions of the Bureau of Indian Affairs and show pictures of boarding schools and reservations.
3. Show slides of Indians living in the city. Discuss the reasons the members of the city Indian culture probably follow city laws and govern themselves by voting as other members of society do.

Economics

Problem:

To teach students that Indians of today have serious economic problems.

Knowledge and Understanding:

1. Indian families produced their own goods and services before white men came. They depended on the land.
2. Trading developed gradually between tribes.
3. Diffusion of goods developed as the Indian societies progressed, especially after the influx of European influence.
4. The average income of a present day Indian family in the United States is lower than the average white income.
5. Indians pay taxes.
6. Indians consume goods and services provided by the tax dollar.

Attitudes and Behavior:

1. Society needs Indians to produce and consume goods.
2. The basic needs of Indian people must be met.
3. Indians have limited resources and unlimited wants.
4. Indians can get more goods by increasing their resources.
5. The government can help the Indian people make a living by providing services and hiring workers.

Activities:

1. Show slides depicting current Indian problems (reservations as well as city).
2. Show pictures depicting current Indian problems.
3. Name the goods you would expect to see in a northern Minnesota Indian town.
4. Choose a product produced by Indian people - explain in chart form the human, natural and capital resources needed to develop the product.

5. Develop a chart showing products supplied by Indian people of Minnesota to the rest of the nation. (This would include city workers as well as reservation dwellers).
6. Make a chart showing products needed by Indians that come from other places.
7. Make a chart of things that have been or are being used in place of money.
8. Make a list of jobs to be done to satisfy Indians of the past.
9. Make a list of jobs to be done to satisfy needs of present day Indians.

Culminating Activity

Mural in four sections:

1. Indians of Early America
2. Indians of More Recent Times
3. Current Indians of the Reservation
4. Indians in the City

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